

Public Speaking By Susan Overland RScP

Pre-class Checklist:

- Podium and microphone

Students Leave Class With:

- A basic understanding of effective Public Speaking
- Basic tools to overcome fear or stress, including ways to warm up the body and voice
- A preliminary outline on how to prepare and present an effective presentation
- A basic understanding of microphone technique

Welcome and Sharing

Lesson / Talk / Dialog

Questions from last week's lesson? Questions about Handouts? Did anything come up for you while journaling on the subject of Public Speaking?

1. Any questions from last week's lesson? Take some time to review "SO MUCH TO SAY ... SO LITTLE TIME! (Preparing your Presentation)" Remind the students that in Week #10, they will be giving a presentation on "Intuition."
2. Remind the students that in a little while, they will be given an opportunity to speak at the microphone for two minutes. So in case they forgot their story, poem, joke, prayer or whatever their choice, they have time to think of something before it's their turn.
3. Did anyone do/enjoy the Relaxation Exercise? Tongue Twisters? Consonant Alphabet?
4. What about journaling? Would anyone like to share if anything came up for them this week around the topic of public speaking?

5. Review the last handout, "YOU MEAN THERE WILL BE PEOPLE HERE?" Focus especially on non-verbal examples: Eye contact, posture, gestures, movement. Remind the students of last week's sharing on the qualities or traits they admire in other speakers they have seen.

Microphones, lecterns, and applying what we've discussed.

This portion of the class should begin with the instructor demonstrating basic microphone technique.

1. Show the students how to raise and lower the microphone
 2. Demonstrate how a microphone on a stand, or a handheld, should be kept at a 45° angle, just below the mouth (basically in the cleft of the chin) and that every speaker needs to be relatively close (about one inch) away from the microphone. Explain to students that a microphone should not be held directly in front of the mouth, as you never know who in your audience may be hearing impaired with a need to read lips. If using a handheld, do not point it directly at any speakers or receivers that may be on stage with you, that's what often creates that horrible screeching sound, or high pitched hum you've probably heard at least once at an event you were attending.
 3. Lapel or lavalier microphones may be clipped to a lapel or a tie or a collar. The speaker should be careful that it's not in a position to rub against hair, jewelry, collars, jackets or other items that will create static or interference with the microphone.
 4. Remind the students that a microphone is not a substitute for good volume, diction and enunciation. Instructor should be prepared to demonstrate speaking off the microphone, using good volume and diaphragmatic breathing, as well as speaking into the microphone, using those same techniques, but perhaps slightly pulled back (of course, this will depend on your equipment.) Ask the students if they have ever been at an event or workshop or class when the microphone stopped working? It happens, and you always want to be able to continue without the use of a microphone, should a problem arise.
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Experiential

Let the students know it's their turn. As for a volunteer to share their two minute story or whatever they chose.

1. Remind them about positioning the microphone before they begin.
2. Remind them that everyone there is interested and wants to hear what they have to say. They cannot fail!
3. SMILE! As the instructor, pay attention to the student who is speaking and smile at them. It helps to have your encouragement; remember for some people this will be a new, and sometimes difficult, challenge for them.
4. When they are through, give them honest and gentle feedback. Look for the real positives and give lots of love and praise.
Voice ... How was their projection and breathing? Could you hear them?
Did they make eye contact? Smile?
Did they seem confident and planted, or did they shuffle around a lot?
How about posture and body language ... were they confident? Erect?
Did any of the students move closer while they were talking? Or use any other technique to make you feel engaged, interested?

Encourage a couple of comments from their fellow students.

Closing

1. Thank everyone and congratulate them for their participation. Acknowledge that public speaking is not everyone's gift, but reinforce how often we are called upon to speak in front of people in various situations.
2. Encourage the students to look for other opportunities to speak publicly. Refer back to the PUBLIC SPEAKING handout from last week.
Phone into a radio show to express your opinion
Volunteer to read to seniors, children. Perhaps your local library has a program.
Consider taking an acting, voice or public speaking class, or joining an organization such as Toastmasters®.